



## Attendance and Registration Policy

<b>Applicable to:</b>	✓	Astley Community High School
	✓	Seaton Sluice Middle School
	✓	Whytrig Middle School
<b>Approval body:</b>	Executive Headteacher	

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<b>Statutory policy or document</b>	No
<b>Review frequency</b>	Executive Headteacher to determine
<b>Approval by</b>	Executive Headteacher to determine

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Changed by	Revision Date		
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Business Director (BW)	4 September 2024	5.0	Final approved version for publication

## 1 Introduction

- 1.1 All of the schools in the Seaton Valley Partnership of schools believe that excellent attendance promotes excellent learning. We strongly believe that regular attendance is essential if a child is to achieve their full potential.
- 1.2 Regular attendance is crucial in allowing children to maximise the educational opportunities available to them to become emotionally resilient, confident and competent adults who are able to realise their full potential and make a positive contribution to their community.
- 1.3 The Seaton Valley Partnership's views and policies on attendance support the Northumberland County Council attendance strategy. We believe in and support the "attend today, achieve tomorrow, attendance matters" message.
- 1.4 All of the schools in the Seaton Valley Partnership believe that attendance is the bedrock of children being safe, being cared for, and doing well. We expect that parents, pupils and the community will support us in all that we do to ensure high levels of attendance no matter the age of the child. Please remember that the more a child attends school, the better they will do.

## 2 Aims

- 2.1 This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-federation culture and ethos that values good attendance, including:
  - setting high expectations for the attendance and punctuality of all pupils
  - promoting good attendance and the benefits of good attendance
  - reducing absence, including persistent and severe absence
  - ensuring every pupil has access to the full-time education to which they are entitled
  - acting early to address patterns of absence
  - building strong relationships with families to make sure pupils have the support in place to attend school
- 2.2 We will also promote and support punctuality in attending lessons.
- 2.3 We define our key levels of attendance as:

Attendance	Description
98% - 100%	Excellent
96% - 97.9%	Good
94% - 95.9%	Satisfactory
90% - 93.9%	Unsatisfactory
Under 90%	Persistent Absence

### 3 Legislation and guidance

3.1 This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

3.2 It also refers to:

- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)

### 4 Roles and responsibilities

4.1 The governing body is responsible for:

- setting high expectations of all school leaders, staff, pupils and parents
- making sure school leaders fulfil expectations and statutory duties, including:
  - making sure all schools in the federation record attendance accurately in the register, and share the required information with the DfE and local authorities
  - making sure all schools in the federation work effectively with local partners to help remove barriers to attendance, and keep them informed regarding specific pupils, where appropriate
- recognising and promoting the importance of school attendance across the federation's policies and ethos
- making sure the schools' attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- making sure the federation has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most, through termly attendance review meetings with each individual school
- working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- monitoring attendance figures for the whole federation and repeatedly evaluating the effectiveness of the schools' processes and improvement efforts to make sure they are meeting pupils needs
- where a school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- making sure all staff receive adequate training on attendance, including with teachers from across the federation, as part of the regular continued professional development offer, so that staff understand:
  - the importance of good attendance
  - that absence is almost always a symptom of wider issues
  - the federation's legal requirements for keeping registers

- the federation's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- sharing effective practice on attendance management and improvement across the federation and providing regular opportunities for staff from different schools to come together, learn from each other and share resources
- holding the Executive Headteacher and Heads of School to account for the implementation of this policy
- identifying and monitoring attendance patterns across the federation's schools to identify common issues and barriers, and share effective practice between schools

#### 4.2 The **Executive Headteacher and Heads of School** are responsible for:

- the implementation of this policy at each school
- monitoring school-level absence data and reporting it to governors
- supporting staff with monitoring the attendance of individual pupils
- monitoring the impact of any implemented attendance strategies
- issuing fixed-penalty notices, where necessary and/or authorising others to be able to do so
- working with the parents of pupils with Special Educational Needs and/or Disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- communicating with the local authority when a pupil with an Education, Health and Care Plan (EHCP) has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- communicating the federation's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

#### 4.3 The **designated senior leader for attendance** in each school is responsible for:

- leading, championing and improving attendance across the school
- setting a clear vision for improving and maintaining good attendance
- evaluating and monitoring expectations and processes
- having a strong grasp of absence data and oversight of absence data analysis
- regularly monitoring and evaluating progress in attendance
- establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- liaising with pupils, parents/carers and external agencies, where needed
- building close and productive relationships with parents to discuss and tackle attendance issues
- creating intervention or reintegration plans in partnership with pupils and their parents/carers
- delivering targeted intervention and support to pupils and families

#### 4.4 The **Attendance Officer** for each school is responsible for:

- taking calls from parents/carers about absence on a day-to-day basis and record it on the school system
- transferring calls from parents/carers to the relevant pastoral staff where appropriate, in order to provide them with more detailed support on attendance
- monitoring and analysing attendance data (see below)

- benchmarking attendance data to identify areas of focus for improvement
- providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the Executive Headteacher and Head of School as required
- working with Education Welfare Officers to tackle persistent absence
- advising the Executive Headteacher and Head of School when to issue fixed-penalty notices

#### 4.5 All form tutors are responsible for:

- recording attendance for both morning and afternoon sessions:
  - on a daily basis
  - using the correct codes (see Appendix A)
  - by capturing this information on the school's management information system

#### 4.6 Where this policy refers to a parent/carer, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- all natural parents, whether they are married or not
- all those who have parental responsibility for a child or young person
- those who have day-to-day responsibility for the child i.e. lives with and looks after them

#### 4.7 Parents/carers, as defined above, are expected to:

- make sure their child attends every day and timetabled session on time
- report their child's absence via My Child At School (MCAS), a telephone call or a note before the start of school on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- provide the school with more than one emergency contact number for their child
- ensure that, where possible, appointments for their child are made outside of the school day
- keep to any attendance contracts that they make with the school and/or local authority
- seek support, where necessary, for maintaining good attendance, by contacting relevant pastoral staff

#### 4.8 Pupils are expected to:

- attend every timetabled session, on time

### 5 Recording attendance

#### Attendance Register

5.1 We will keep an electronic attendance register, and place all pupils onto this register.

5.2 We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

- present

- attending an approved off-site educational activity
- absent
- unable to attend due to exceptional circumstances

5.3 Any amendment to the attendance register will include:

- the original entry
- the amended entry
- the reason for the amendment
- the date on which the amendment was made
- the name and position of the person who made the amendment

5.4 The DfE attendance codes can be found at Appendix A.

5.5 We will also record:

- whether the absence is authorised or not
- the nature of the activity, where a pupil is attending an approved educational activity
- the nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

5.6 We will keep every entry on the attendance register for six years after the date on which the entry was made.

5.7 The register for the first session each day will be taken at the following times:

- ACHS registration takes place from 8:50am to 9:05am
- SSMS registration takes place from 8:55am to 9:00am
- WMS registration takes place from 8:55am to 9:05am

5.8 Pupils arriving after 8:50am/8:55am will be marked as present but arriving late (L). The register will close at 9:20am/9:25am and pupils arriving after the close of register will be recorded as late after registration (U); this will not be authorised and will count as an absence for that school session.

#### Unplanned Absence

5.9 The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence via My Child At School (MCAS), a telephone call or a note before the start of school on the day of the absence and each subsequent day of absence, and advise when they are expected to return

5.10 We will mark absence due to physical or mental illness as authorised unless the school has a genuine concern about the authenticity of the illness.

5.11 Where the absence is longer than five days or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

5.12 If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this in advance.

### Planned Absence

- 5.13 Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment and provides an appointment card.
- 5.14 A parent/carer requesting leave of absence during term time should make the application in writing at least two weeks in advance
- 5.15 However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.
- 5.16 The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. A list of term-time absences the school can authorise can be found below.

### Lateness and Punctuality

- 5.17 A pupil who arrives late:
- before the register has closed will be marked as **late**, using the appropriate code
  - after the register has closed will be marked as **absent**, using the appropriate code
- 5.18 Absence will only be authorised if a satisfactory explanation for the late arrival can be provided, for example, evidence of attendance at a medical appointment.
- 5.19 The absence will be recorded as unauthorised if the pupil has arrived late without justifiable cause, for example, if they woke up late or were waiting for their uniform to dry.

### Following up Unexplained Absence

- 5.20 Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:
- call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason; if the school cannot reach any of the pupil's emergency contacts, the school may contact the police
  - identify whether the absence is approved or not
  - identify the correct attendance code to use and input it as soon as the reason for absence is ascertained - this will be no later than five working days after the session(s) for which the pupil was absent
  - call the parent/carer on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary; if absence continues, the school will consider involving an education welfare officer
  - where relevant, report the unexplained absence to the pupil's youth offending team officer
  - where appropriate, offer support to the pupil and/or their parents/carers to improve attendance
  - identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals



- where support is not appropriate, not successful, or not engaged with, issue a notice to improve, penalty notice or other legal intervention (see below), as appropriate

### Reporting to Parents

5.21 The school will regularly inform parents/carers about their child's attendance and absence levels. Parents/carers can also view current attendance via My Child At School (MCAS).

## **6 Authorised and unauthorised absence**

### Approval for Term-Time Absence

6.1 The Head of School will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

6.2 The Head of School will only grant a leave of absence to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#):

- taking part in a regulated performance, or regulated employment abroad
- attending an interview
- study leave
- a temporary, time-limited part-time timetable
- exceptional circumstances

6.3 A leave of absence is granted at the Head of School's discretion, including the length of time the pupil is authorised to be absent for.

6.4 The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request - including any previous pattern of leave or absence in term time.

6.5 Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

6.6 As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

6.7 Any request should be submitted as soon as it is anticipated and, where possible, at least two weeks before the absence. The Head of School may require evidence to support any request for leave of absence.

6.8 Other valid reasons for authorised absence include (but are not limited to):

- illness (including mental-health illness) and medical/dental appointments (see above for more detail)
- religious observance - where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent/carer belongs; if necessary, the school will seek advice from the parent/carer's religious body to confirm whether the day is set apart
- parents/carers travelling for occupational purposes - this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers;

absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision

- if the pupil is currently suspended or excluded from school (and no alternative provision has been made)

6.9 Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- attending another school at which the pupil is also registered (dual registration)
- attending provision arranged by the local authority
- attending work experience
- any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

### Sanctions

6.10 Our federation will make use of the full range of potential sanctions - including, but not limited to, those listed below - to tackle poor attendance.

6.11 Decisions will be made on an individual, case-by-case basis.

6.12 The Executive Headteacher, Head of School (or someone authorised by them), local authority or the police can fine parents/carers for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a **penalty notice**:

- If the school issues a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued.
- Before issuing a penalty notice, the school will consider the individual case, including:
  - whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
  - whether a penalty notice is the best available tool to improve attendance for that pupil
  - whether further support, a notice to improve or another legal intervention would be a more appropriate solution
  - whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate
- A penalty notice may also be issued where parents/carers allow their child to be present in a public place during school hours without reasonable justification, during the first five days of a suspension or exclusion (where the school has notified the parents/carers that the pupil must not be present in a public place on that day).
- Each parent/carer who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.
- The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

- If issued with a **first** penalty notice, the parent/carer must pay £80 within 21 days, or £160 within 28 days.
- If a **second** penalty notice is issued to the same parent/carer in respect of the same pupil, the parent/carer must pay £160 if paid within 28 days.
- A third penalty notice cannot be issued to the same parent/carer in respect of the same child within three years of the date of the issue of the first penalty notice; in a case where the national threshold is met for a third time within those three years, alternative action will be taken instead.

6.13 If the national threshold has been met and support is appropriate, but parents/carers do not engage with offers of support, the school may offer a **notice to improve** to give parents/carers a final chance to engage with support:

- Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.
- They will include:
  - details of the pupil's attendance record and of the offences
  - the benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
  - details of the support provided so far
  - opportunities for further support, or to access previously provided support that was not engaged with
  - a clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
  - a clear timeframe of between three and six weeks for the improvement period
  - the grounds on which a penalty notice may be issued before the end of the improvement period

6.14 Where intervention by school and the Education Welfare Officer fails to bring about an improvement in attendance, **legal action** in the Magistrates' Court may be taken:

- The school will provide Education Welfare with evidence required for a prosecution under Section 444 of the Education Act 1996 and will appear as a prosecution witness if required by the court; this is to ensure that parents/carers realise their own responsibilities in ensuring attendance at school and most importantly about returning children to education.
- Section 444 of the Education Act 1996 states that if a parent/carer fails to ensure the regular school attendance of their child if they are a registered pupil at a school and of compulsory school age, then they are guilty of an offence.
- A parent found guilty of this offence can be fined up to £2,500 and/or be imprisoned for a period of three months.

## 7 Strategies for supporting and promoting attendance

7.1 We recognise that poor attendance is often a sign that there are more serious issues going on in a child's life. This may be linked to problems at home and or in school. Parents/carers should make school aware of any difficulties or changes in circumstances that may affect their child's attendance and or behaviour in school e.g. bereavement, divorce/separation, incidents of domestic abuse etc. This will help the school identify any additional support that may be required.

7.2 We also recognise that some pupils are more likely to require additional support to attain good attendance, for example, those pupils with special educational needs, those with physical or mental health needs, migrant and refugee pupils and looked after children.

7.3 Strategies used to support improved attendance may include:

- discussion with parents and pupils
- attendance panels
- School Attendance Contracts (see Appendix B)
- attendance report cards
- referrals to support agencies
- learning mentors
- Pupil Voice activities
- friendship groups
- PSHE/SMSC
- family learning
- reward systems
- time limited part time timetables
- additional learning support
- behaviour support
- inclusion units
- reintegration support packages

7.4 Support offered to families will be child centred and planned in discussion and agreement with both parents/carers and pupils.

7.5 Where parents/carers fail or refuse to engage with the support offered and further unauthorised absence occurs, we will refer to Education Welfare and the use of legal sanctions will be considered.

## **8 Attendance monitoring**

### Monitoring Attendance

8.1 The federation will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

8.2 Specific pupil information will be shared with the DfE on request. The federation has granted the DfE access to its management information system so the data can be accessed regularly and securely.

8.3 Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

8.4 The federation will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing body.

### Analysing Attendance

8.5 Each school will:

- analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance
- identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns
- identify attendance patterns across the federation to identify common issues and barriers and share effective practice between schools

### Using Data to Improve Attendance

#### 8.6 Each school will:

- develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see below)
- provide regular attendance reports to relevant staff to facilitate discussions with pupils and families, and to the governing body and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)
- use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

### Reducing Persistent and Severe Absence

8.7 Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the federation's strategy for improving attendance.

#### 8.8 Each school will:

- use attendance data to find patterns and trends of persistent and severe absence
- consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- write to parents/carers in line with certain trigger points:
  - **First trigger:** letter/contact advising parents/carers that attendance is approaching an unacceptable level
  - **Second trigger:** letter/contact advising that unacceptable absence level has been reached and reported to Education Welfare Officer for monitoring; the school may also consider issuing a notice that no further absences will be authorised without supporting evidence
  - **Third trigger:** letter/contact advising that action from Educational Welfare Officer has been requested
- hold regular meetings with the parents/carers of pupils who the school and/or local authority considers to be vulnerable, at risk of persistent or severe absence, or who are persistently or severely absent, to:

- discuss attendance and engagement at school
- listen, and understand barriers to attendance
- explain the help that is available
- explain the potential consequences of, and sanctions for, persistent and severe absence
- review any existing actions or interventions
- provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils; in doing so, the school will sensitively consider some of the reasons for absence
- implement sanctions where necessary

## Appendix A: Attendance codes

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
<b>Attending a place other than the school</b>		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
<b>Absent - leave of absence</b>		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances

<b>Absent - other authorised reasons</b>		
<b>T</b>	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
<b>R</b>	Religious observance	Pupil is taking part in a day of religious observance
<b>I</b>	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
<b>E</b>	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
<b>Absent - unable to attend school because of unavoidable cause</b>		
<b>Q</b>	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
<b>Y1</b>	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
<b>Y2</b>	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
<b>Y3</b>	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
<b>Y4</b>	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
<b>Y5</b>	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> <li>● In police detention</li> <li>● Remanded to youth detention, awaiting trial or sentencing, or</li> <li>● Detained under a sentence of detention</li> </ul>
<b>Y6</b>	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
<b>Y7</b>	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
<b>Absent - unauthorised absence</b>		
<b>G</b>	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school



<b>N</b>	Reason for absence not yet established	Reason for absence has not been established before the register closes
<b>O</b>	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
<b>U</b>	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
<b>Administrative codes</b>		
<b>Z</b>	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
<b>#</b>	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

## Appendix B: School Attendance Contract

### SCHOOL ATTENDANCE CONTRACT

Name of Child:	DOB: Age: School Year Group:
Home Address:	
School: Address:	
Parent/Carer (1):	
Parent/Carer (2):	

### **CONTRACT**

For your child to gain the greatest benefit from her education it is vital that he/she attends regularly and be at school, on time, every day the school is open unless the reason for the absence is unavoidable.

It is very important therefore that you make sure that **NAME** attends regularly.

### **WHY REGULAR ATTENDANCE IS IMPORTANT**

Any absence affects the pattern of your child's schooling and regular absence will seriously affect her learning. Any pupil's absence disrupts teaching routines so may affect the learning of others in the same class.

Ensuring **NAME's** regular attendance at school is your legal responsibility and permitting absence from school without a good reason creates an offence in law and may result in prosecution.

## UNDERSTANDING ABSENCE

Every half-day absence from school has to be classified by the school (NOT BY THE PARENTS/CARERS), as either AUTHORISED or UNAUTHORISED. This is why information about the cause of any absence is always required, preferably in writing.

Authorised absences are mornings or afternoons away from school for a good reason, such as emergencies or other unavoidable cause.

Unauthorised absences are those which the school does not consider reasonable and for which no leave has been granted. This type of absence can lead to the local authority using sanctions and/or legal proceedings.

This includes:

- parents/carers keeping children off school unnecessarily
- truancy before or during the school day
- absences which have never been properly explained
- children who arrive at school after registration has closed
- shopping, looking after other children or birthdays
- day trips and holidays in term time which have not been agreed

Whilst any child may be off school because they are ill, sometimes they can be reluctant to attend school. Any problems with regular attendance are best sorted out between the school, the parents/carers and the child. If **NAME** is reluctant to attend, it is not acceptable to cover up his/her absence or to give in to pressure to excuse him/her from attending. This gives the impression that attendance does not matter and usually make things worse. If **NAME**'s attendance at school is affected by persistent illness the school will not authorise the absence until they are satisfied the absence is valid.

## PERSISTENT ABSENTEE (PA)

A pupil becomes a 'persistent absentee' when they miss 10% or more schooling across the school year FOR WHATEVER REASON. Absence at this level damages your child's educational prospects and we need your fullest support and cooperation to tackle this.

We monitor all absence thoroughly. If **NAME** is seen to have reached the PA mark or is at risk of moving towards that mark you will be informed of this immediately.

## PROCEDURES

If your child is absent you must contact the school as soon as possible on the first day of absence, via My Child At School (MCAS), a telephone call or a note.

If your child's attendance deteriorates we will:

- write to you
- invite you in to school to discuss the situation with the appropriate staff
- refer you to the Education Welfare Service

## CONTACT DETAILS

There are times when the school and Education Welfare need to contact you about lots of things, including absence, so we need to have your contact details at all times. Help us to help you and your child by making sure we always have an up to date number - if we don't then something important may be missed.

Parents/carers are expected to contact school at an early stage and to work with the staff in resolving any problems together. This is nearly always successful. If difficulties cannot be sorted out in this way, Education Welfare will become involved. The service will also try to resolve the situation by agreement but, if other ways of trying to improve **NAME**'s attendance have failed and unauthorised absences persist, then sanctions such as Penalty Notices, Education Supervision Orders or prosecutions in the Magistrates Court will be used. Full details of the options open to enforce attendance at school are available from the Education Welfare Service.

## LATENESS

Poor punctuality is not acceptable. If **NAME** misses the start of the day he/she can miss work and time with his/her class teacher getting vital information and news for the day. Late arriving pupils also disrupt lessons, can be embarrassing for the child, and can also encourage absence.

The school day starts at **8:50am/8:55am** and we expect **NAME** to be in class at that time. Registers are marked by twice a day and **NAME** will receive a late mark if he/she is not punctual.

In accordance with the Education (Pupil Registration) (England) Regulations 2006, if **NAME** arrives after the close of registration he/she will receive a mark that shows him/her to be on site, but this will not count as a present mark and it will mean they have an unauthorised absence.

If your child has a persistent late record you will be asked to meet with staff in school to resolve the problem, but you can approach staff at any time if you are having problems getting your child to school on time.

## LEAVE OF ABSENCE IN TERM TIME

Any applications for leave must be made in advance and at the discretion of the Executive Headteacher or relevant Head of School. In making a decision, the Executive Headteacher or relevant Head of School will consider the exceptional circumstances of each application individually, including any previous pattern of leave or absence in term time.

Any period of leave taken without the agreement of the school, or in excess of that agreed, will be classed as unauthorised and may attract sanctions such as a Penalty Notice.

**I have read and understood the terms and conditions of the School Attendance Contract.**

**Signed:** \_\_\_\_\_ **Parent/Carer**

**Date:**

**School:**